

**STUDENTS' AND TEACHERS' PERCEPTION ON LEARNING AND
TEACHING ENGLISH LANGUAGE FROM HOME
AT SMK NEGERI 2 PAREPARE**

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Abstract

This research was conducted to determine the perception of students and teachers learning and teaching English from home related to their perceptions about their problems and their perceptions on learning and teaching English from home. This study used a descriptive qualitative design. The populations of this study were students and teachers of SMK Negeri 2 Parepare. Participants consisted of seven student respondents and seven teacher respondents. In addition, data was collected through observation and interviews. The results showed that students perceptions reveal that learning English from home using learning media used by teachers such as Google Classroom and WhatsApp Group makes it difficult for students to understand the material provided, this is because there is no explanation, no face to face and the questions given are not included with the material. The teacher's perception reveals that the learning media used makes it easier for students to see the questions.

Keywords: Learning, Teaching, students, teachers and perception.

Abstrak

Penelitian ini dilakukan untuk mengetahui persepsi siswa dan guru yang belajar dan mengajar bahasa Inggris dari rumah terkait dengan persepsi mereka tentang masalah mereka dan persepsi mereka tentang belajar dan mengajar bahasa Inggris dari rumah. Penelitian ini menggunakan desain kualitatif deskriptif. Populasi penelitian ini adalah siswa dan guru SMK Negeri 2 Parepare. Peserta terdiri dari tujuh responden siswa dan tujuh responden guru. Selain itu, pengumpulan data dilakukan melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa persepsi siswa mengungkapkan bahwa pembelajaran bahasa Inggris dari rumah menggunakan media pembelajaran yang digunakan oleh guru seperti Google Classroom dan WhatsApp Group membuat siswa kesulitan dalam memahami materi yang diberikan, hal ini dikarenakan tidak adanya penjelasan, tidak ada tatap muka dan soal yang diberikan tidak disertakan dengan materi. Persepsi guru mengungkapkan bahwa media pembelajaran yang digunakan memudahkan siswa dalam melihat soal.

Kata kunci: Belajar, Mengajar, Siswa, Guru Dan Persepsi

Introduction

COVID-19 (Corona Virus 2019) is an infectious disease very quickly and has spread to almost all countries, including Indonesia, in just a few months. The world of education really feels the effects of COVID-19. Educators must ensure that teaching and learning activities continue.

School closures have an impact on the quality of student learning and teacher teaching English. Syah (2020) said the temporary closure of all educational institutions as an effort to prevent the spread of an outbreak of Covid-19 worldwide has an impact on millions of students, including in Indonesia. Disturbances in the teaching and learning process directly between teacher and students as well as the termination of the assessment of learning have an impact on the psychological of students, causing a decrease in the quality of skills.

Teachers as educators must pay attention to the development of students when learning English from home. Ichsan (2016) argues that educational psychology is defined as the study of human behavior that occurs in the teaching-learning process. While teaching is defined as activities to manage or manage the environment as best as possible and connects with children, producing learning processes. In the teaching-learning process, educators must pay attention to students, the level of growth and individual differences that exist between them.

Pedagogic competence is related to the ability of educators to manage classrooms. Rahman (2018) said that pedagogical competence deals with the ability of a lecturer in managing the classroom and facilitates the students' diversity. Sometimes lecturers apply different pedagogic actions with students' perceptions so that what is they supposed good by lecturers sometimes inversely with students' intake.

Based on the researcher pre-observation at SMK Negeri 2 Parepare. This school is one of the schools that felt the effects of Covid-19. The English teacher at this school utilizes online-based learning media to deal with problems that demand that learning and teaching English language cannot be done face-to-face

in school. Where requires that learning and teaching is done at home to break the chain of the spread of this Corona virus.

In this study, students will have different perceptions about learning and teaching English language conducted from home through Online-based. This perception will be negative or positive depending on the observations of students and teachers. This can be used as an evaluation material about the advantages and disadvantages of learning and teaching from home. This research will be beneficial for students and teachers so that they understand each other's conditions. To be able to develop teacher teaching strategies through online learning that can motivate students to be active in the learning process. Therefore researcher wants to find out how the perception of students and teachers during learning and teaching English from home.

Method

a. Research Design

The case study used in this research is a case study approach of the case regarding the perceptions of students and teachers in learning English language from home as a type of qualitative research. It refers to a type of intensively conducted research that focuses on two specific objects that study it as a case. Case study data can be obtained from all relevant parties, in other words, the data in this study were collected from various sources.

The case study is a structured series. Rahardjo (2017) argues that Case Study is a series of scientific activities carried out intensively, in detail and in-depth about a program, event, and activity, both at the level of individuals, groups of people, institutions, or organizations to gain in-depth knowledge about the event. Usually, the events chosen hereinafter referred to as cases are actual (real-life events), which are taking place, not something that has passed.

b. Research Participants

The participants who involved in this research are students of class XII.TPM.A 3 people, XII MM.A 1 person, XII.DPIB.A 1 person and XII.DPIB.B 2 people. Where consists of 5 men and 2 women. The total students studied were

7 students consisting of 4 classes. Researcher selected 7 English teachers at SMK Negeri 2 Parepare. Where students and teachers follow the government's appeal to implement a learning system from home during the Covid-19 pandemic.

c. The Process of Collecting Data

In conducting this research, researcher used observations and interviews via WhatsApp to collect data. The following explanation:

a. Observation

Observation is the process of direct observation to obtain information or data. Mania (2008) stated that observation is a method or method of gathering information or data by conducting systematic observation and recording of phenomena that are being targeted by observations. In other words, observations are made to obtain information about the actual observe behavior. Thus, through observation activities can be obtained a clearer picture of social life that is difficult to obtain by using other methods.

The data collected through observation is generated based on the researchers' observations when the learning process takes place through online media.

b. Interview

Researcher used guided interviews, so the researcher gave some more specific questions with the perceptions of each student and teacher during learning English from home. With the aim to divert more and more accurate information to clarify the data. The composition of questions for teachers is how are students and teachers' perceptions of the problems faced during learning English from home and how students' and teachers' perceptions during learning from home.

c. Documentation

Documentation is a series of data collection activities in the form of records, notes and pictures. So that the data collected is clear. Sudarsono (2003) revealed that the general understanding of documentation can be listened to from the use of the word in daily life. The terminology for documentation, among others, is used in the following sense: technical documentation, film documentation, personal documentation, and so on. Events can be documented in the form of writing,

photographs, recordings, and various other ways along with technological advances. The results of the ensuing activity eventually became one source of information about the event.

In carrying out documentation, all activities carried out by researcher recorded in image form. With the aim of helping researcher get sources of information about these events accurately.

d. Technique of Data Analysis

In this study, researcher used qualitative data analysis. To present the data for easy understanding, then the steps data analysis used in this research is Analysis Interactive Models of Miles and Huberman (1994), which divide the inner steps the activity of data analysis with some part that is data collecting, data reduction, data presentation (data display), and conclusion or verification (conclusions).

1. Data reduction

After the data that finished from the reduction, it would give clearer description and make easier for the researcher to collect the further data. The steps of data reduction of this research are as follows:

- a. Resume the result of data interview and documentation.
- b. Try to classify the result of interview and documentation that suitable with what the research needs. It means that the data which not important or unusable can be reduced.
- c. The result of interview and documentation was changed to be good language. It was transformed into the note.

2. Data display

In this step, it is displaying the data. The data can be displayed in form of brief description, chart, relation among categories, when it is the qualitative research. Furthermore, most of them were displayed in story or description text. The data is organized, arranged in a pattern of relationships that would be easily understood by data display.

3. Drawing Conclusion and Verifying

Conclusion drawing/verifying is the last step of data analysis. Verification refers to the process which is able to answer the problem statement and objective of the research. The conclusion is still temporary, and would be changed if there is not strong proof that can be support on the next step in collecting the data. Nevertheless, if the beginning conclusion is supported by valid proof and consistent, when the researcher backs to the field, so the conclusion is credible.

Findings

a. Observation Results

In this section, the researcher presents the results of the observations. The data that the researchers got from the observations were in the form of hand notes from researchers related to the problems and perceptions of students and teachers during learning English from home which were explained as follows:

From the results of the researchers' observations, the researcher observed that what happened when the learning process took place the teacher gave assignments to students by only sending assignments, the teacher did not include explanations. The teacher only provides opportunities for students to ask questions if something is not understood. Some students are lazy to do assignments given by the teacher, the teacher always reminds students to collect assignments on time and reminds students if they will be given standard grades if they do not collect assignments., The online media used by teachers such as google classroom and WhatsApp makes it easier for teachers to send assignments and make it easier for students to send assignments.

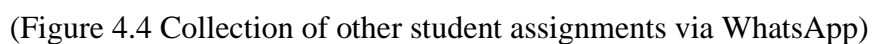
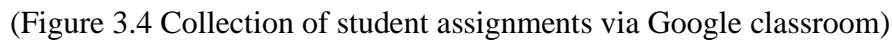
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(Figure 1.4 learning through Google Classroom media)



(Figure 2.4 Giving assignments by the teacher to students)



In this section, the researcher presents the research findings. Collected data during the research were obtained through semi-structured taken from interviews

to students and English teachers. Students and teachers are asked to answer questions related to students' and teachers' perceptions of their problems and their perceptions of learning and teaching English from home. After collecting the data, the researcher analyzed the data and the researcher found the following results:

1. Students' perceptions
 - a. Students' perceptions about the problems faced when learning English from home.

In this study the researcher gave questions to students about how each student felt during learning English from home. From this question, there is already a description of the problems faced by students as shown at below figure:

No.	Problems faced when learning English from home.
1.	Difficult for students to understand the material provided by the teacher.
2.	No face to face with the teacher.
3.	The questions given were not included with the material.
4.	Unstable network

Figure 5.4 Students' perceptions about the problems faced when learning English from home

As shown at above figure, the detail explanation on problems they faced during online learning will be described further below:

Of seven students' participant, four students revealed that learning English from home made it difficult for students to understand the material provided by the teacher, this was because there was no explanation, there was no face to face with the teacher, and the questions given were not included with the material. The answers to the feelings felt by these students are almost the same as the problems at hand as stated on interview extract below, in which PS in the interview extract is acronym of Participant Students.

“Fine, but sometimes I don't understand the subject matter because there is no explanation from the teacher. My problem is that sometimes I don't understand and I am rarely given assignments in English lessons.”

“Baik, tapi terkadang saya tidak mengerti mengenai materi pelajaran yang berlangsung karena tidak ada penjelasan dari guru. Masalah saya yaitu saya terkadang tidak mengerti dan saya jarang diberikan tugas dalam pelajaran bahasa inggris.” (PS1. October, 2020)

“My feeling is not good, I usually do not understand the questions given by the teacher and do not meet the teacher face to face. There is a problem, namely that the questions given by the teacher are usually not included with the material.”

“Perasaan saya kurang bagus, saya biasa tidak mengerti soal yang diberikan guru dan tidak beratapkan muka langsung dengan guru. Ada masalah, yaitu soal yang diberikan guru bisanya tidak disertakan dengan materi.” (PS4. October, 2020)

Three other students revealed that learning English from home is normal, because learning from home must be done because of the current situation. So that students do not find problems that hinder the learning process. Students have adjusted to the existing conditions. Students are only constrained when the network is unstable and runs out of internet quota as stated on interview extract below:

“It's normal, because learning from home really has to be done considering the circumstances that require us as students to study from home for an indefinite period of time, so far in learning English from home, I don't find any problems that hinder my learning process.”

“Biasa saja, karena belajar dari rumah memang harus di lakukan mengingat keadaan yang mengharuskan kami sebagai siswa harus belajar dari rumah dalam jangka waktu yang tidak dapat ditentukan, sejauh ini dalam pembelajaran bahasa inggris dari rumah, saya tidak menemukan masalah yang menghambat proses pembelajaran saya.” (PS2. October, 2020)

“My feelings are neutral, due to my current condition, the problem comes from me, and that is, sometimes I feel lazy.”

“Perasaan saya netral, terhubung kondisi saat ini. Masalahnya dari diri sendiri, yaitu kadang ada rasa malas.” (PS6. October, 2020)

a. Students' perceptions about learning English from home

In this study the researcher gave questions to students about how each student's perception of the media and about learning English that they had been doing at home. Google Classroom and WhatsApp Group is the media used by the teachers.

Three students revealed that the media used by the teacher made it easier for students to see the questions given. But on the other hand, according to students, it is difficult, because through the media students are only given assignments without any explanation. Students' perceptions of the media used are not much different from the students' perceptions of learning English that they have been doing so far, namely that many students have difficulty answering questions because they do not include explanations when giving questions as stated on interview extract below:

“I can easily see the questions given. But on the other hand it is difficult, because it is through the media. We were only given questions without any explanation. Many students have difficulty answering questions.”

“Saya dengan mudah melihat soal yang diberikan. Tetapi disisi lain menyulitkan, karena lewat media tersebut. Kita hanya diberikan soal tanpa adanya penjelasan. Banyak siswa yang kesusahan menjawab soal.” (PS1. October, 2020)

“I had trouble answering it, because the problem was not included with the material. I don't like it. Because students do not understand the questions given to the teacher.”

“Saya kesusahan menjawabnya, karena soalnya tidak disertakan dengan materi. Kurang menyukai. Karena siswa tidak mengerti soal yang diberikan sama guru.” (PS4. October, 2020)

From the students' perceptions that the learning media used were difficult, three other students considered learning using the application media not difficult for students because learning from home could use the help of other application

media, which were classified as economical, and flexible as stated on interview extract below:

“It is not difficult for me to use the media. I like learning English from home because I can use the help of the google translate application.”

“Tidak susah bagi saya untuk menggunakan media tersebut. Saya suka belajar bahasa inggris dari rumah karena bisa menggunakan bantuan aplikasi google translate.” (PS2. October, 2020)

“I like the media used, because learning in video form is more flexible, whereas pdf is more troublesome and difficult to understand. Not satisfied, because there was no face to face so that I sometimes didn't understand the material provided by the teacher.”

“Saya suka media yang digunakan, karena belajar dalam bentuk video, lebih fleksibel, sedangkan jika dalam bentuk pdf lebih merepotkan dan sulit untuk dipahami. Kurang puas, Karena tidak adanya tatap muka secara langsung sehingga saya kadang tidak mengerti dengan materi yang diberikan oleh guru.” (PS7. October, 2020)

One student said that each person's abilities are different. Likewise with the abilities of each teacher. This makes the learning process feel different too as stated on interview extract below:

“The abilities of the teachers vary, there are teachers who understand IT issues and some don't, as well as assignments. English teachers often give assignments. Learning from home is a little different. Where to study at school there are teachers, if there is something I don't understand, I just have to ask, while studying from home, sometimes it's difficult to contact the teacher. If there is a question that is not understood. Then the solution I searched on Google but the explanation from Google is difficult to understand.”

“Kemampuan guru berbeda-beda, ada guru yang mengerti soal IT dan ada juga yang tidak, begitupun pemberian tugasnya. Guru bahasa inggris sering memberikan tugas. Belajar dari rumah agak berbeda. Dimana belajar di sekolah ada guru yang jika ada yang tidak saya mengerti saya tinggal bertanya, sedangkan belajar dari rumah terkadang susah untuk menghubungi guru. Jika ada soal yang tidak dipahami. Terus solusinya saya mencari di Google tetapi penjelasan dari google susah dipahami.” (PS6. October, 2020).

2. Teacher's Perception

a. Teachers' perceptions of the problems faced during teaching English from home

In this study researcher give questions to the teachers about the problems faced during teaching English. From this question, there is already a description of the problems faced by teachers as shown at below figure:

No.	Teachers' perceptions about the problems
1.	Confused about finding other learning sources
2.	Students who don't have smartphones
3.	Unstable network

Figure 6.4 Teachers' perceptions about the problems faced during teaching English from home

Base on figure above, the detail explanation on problems they faced during online learning will be described further below:

Of seven teachers, one teacher said that students are sometimes confused about finding other learning sources. However, the teacher provides information to students with suitable learning application media to be used as additional learning resources. The teacher motivates students by providing varied learning as stated on interview extract below, in which PT in the interview extract is acronym of Participant Teachers.

"Students are sometimes confused about finding other learning sources. Inform students to install English learning media, such as a dictionary and translate. Provides a variety of learning methods and is not monotonous. For example watching YouTube lessons and through videos."

"Siswa terkadang bingung mencari sumber belajar lain. menginformasikan kepada siswa untuk menginstal media pembelajaran bahasa inggris, seperti dictionary dan translate. memberikan metode pembelajaran yang variatif dan tidak monoton. Contohnya nonton youtube pembelajaran dan lewat video." (PT1. October, 2020)

Furthermore, the problem of the two teachers lies with the students. It turns out that there are students who don't have smartphones. The teacher anticipates this by making modules for students with the aim that no students will miss the learning material. The teacher also motivates students not to give up even when studying from home and creates a pleasant learning atmosphere as stated on interview extract below:

“The problem lies with the students. There are some students who don't have smartphones. By making a learning module. So that no students experience delays in subject matter. Sometimes I tell about a success, where students who are active in learning even from home will reap good results later.”

“Masalahnya terletak pada siswa. Ada beberapa siswa yang tidak memiliki smartphone. Dengan membuat modul pembelajaran. Sehingga tidak ada siswa yang mengalami keterlambatan materi pelajaran. Terkadang saya menceritakan tentang sebuah kesuksesan, dimana siswa yang aktif dalam belajar meskipun dari rumah akan menuai hasil yang baik nantinya.” (PT2. October, 2020)

“The problem is that there are some students who do not have this smartphone, especially for students who are in the outer city of Parepare. The solution is that I, as a teacher, make something that students can learn from home, for example, making learning modules. Creating a conducive distance learning process and also providing varied teaching methods.”

“Masalahnya yaitu ada beberapa siswa yang tidak memiliki smartphone ini terutama bagi siswa yang berada di luar kota parepare. Solusinya yaitu saya sebagai guru membuat sesuatu yang bisa siswa pelajari dari rumah, contohnya itu membuat modul pembelajaran. Menciptakan proses belajar jarak jauh yang kondusif dan juga memberikan metode pengajaran yang variatif.” (PT6. October, 2020)

Then the problem felt by the four teachers was an unstable network. Especially for students who live far from cities or far from internet access. This certainly hinders assignments. All teachers anticipate this by making learning modules. Provide learning methods that are varied, proportional, interesting and challenging as motivation to learn as stated on interview extract below:

“Network problems are sometimes very annoying, because they hinder the delivery of subject matter to students. My students a learning module. Provide learning methods that are always up to date. So that students do not get bored in learning English.

“Masalah jaringan yang terkadang sangat mengganggu, karena menghambat pengiriman materi pelajaran kepada siswa. siswa saya sebuah modul pembelajaran. Memberikan metode pembelajaran yang selalu terbaru. Agar siswa tidak bosan dalam belajar bahasa inggris.” (PT5. October, 2020)

“Network problems, especially students who live far from cities or far from internet access. I make my students a learning module. I use a variety of teaching methods, I focus on making students active participants even though they have to be in their respective homes and I also give them a period of time to complete assignments.”

“Masalah jaringan, apalagi siswa yang tinggal jauh dari perkotaan atau jauh dari akses internet. saya membuatkan siswa saya modul pembelajaran. Saya menggunakan metode pengajaran yang beragam, saya focus menjadikan siswa sebagai peserta aktif walaupun keadaannya harus di rumah masing-masing dan saya juga memberikan jangka waktu pengerjaan tugas.” (PT7. October, 2020)

b. Teachers' perceptions about teaching English from home

In this study the researcher gave questions to the teacher about how each teacher's perceptions of the media and about learning English that they had been doing at home. Teachers' perceptions of the media used varied greatly, but teachers' perceptions of the media were not much different from teachers' perceptions of learning English that they had been doing.

The media used by the teacher are Google Classroom and Google Translate. According to the four teachers, this application has features that can simplify the learning process. However, according to the teacher, learning from home is an inefficient activity. It takes collaboration between students, teachers and parents as stated on interview extract below:

“The software I use is Google classroom and translates because apart from being easy to apply, there are many features that make it easier for students to learn. My perception is that learning from home is less efficient.”

“Perangkat lunak yang saya gunakan adalah google classroom dan translate karena selain mudah di aplikasikan, fiturnya banyak yang memudahkan siswa untuk belajar. Persepsi saya yaitu pembelajaran dari rumah kurang efisien.” (PT1. October, 2020)

“This media makes it easier for me to check student assignments. Very good, but there must be awareness between students and parents as well as teachers to understand each other and help to carry out the teaching and learning process properly.”

“Media Tersebut memudahkan saya memeriksa tugas siswa. Sangat Bagus, namun harus ada kesadaran antara siswa dan orang tua juga guru untuk saling mengerti dan membantu demi terlaksananya proses belajar mengajar yang sebagai mestinya.” (PT5, October, 2020)

In addition to its features that make the learning process easier. It turns out that the learning media is already on the student's smartphone. Three teachers revealed that the teacher no longer explained to students how to use the media. Teachers only create innovative learning processes as stated on interview extract below:

“The majority of students have installed the application media on their smartphone, so that we as teachers no longer explain to students how to use it. This certainly makes it easier for me to teach. Good, to avoid viruses and also create creativity for teachers in creating a different learning atmosphere and innovating.”

“Mayoritas siswa sudah menginstal media aplikasi tersebut di smartphonanya, sehingga kita sebagai guru tidak lagi menjelaskan kepada siswa cara penggunaannya. Ini tentu memudahkan saya untuk memberikan pengajaran. Bagus, Untuk menghindari diri dari virus dan juga menciptakan kreatifitas bagi guru dalam menciptakan suasana belajar yang berbeda dan berinovasi.” (PT2. October, 2020)

“The majority of students have installed the application media on their smartphone, so that we as teachers no longer explain to students how to use it. This certainly makes it easier for me to teach. Good, to avoid viruses and also create creativity for teachers in creating a different learning atmosphere and innovating.”

“Karena media tersebut efisien digunakan dalam proses pembelajaran. Bagus, karena belajar dari rumah dapat meningkatkan kemampuan

saya tentang IT itu sendiri. Dan ini tentu melatih saya untuk membuat sesuatu yang membuat siswa tidak bosan belajar bahasa inggris dari rumah.” (PT6. October, 2020)

Discussion

a. Students' and Teachers' Perceptions of the problems faced when learning English from home

It is shown on previous findings that the problems faced when learning English from home are examined from students and teachers. The problems faced by students, were taken four students and it revealed that learning English from home made it difficult for students to understand the material provided by the as it islack of explanation. This is also supported from the documentation data taken during researched.

The learning time limit and also not face to face with the teacher, making students sometimes feel less confident to clarify material that has not been understood, and teachers find it difficult to see students' expressions whether students have understood the material or not.

Especially if there are students who do not activate the camera during the teaching and learning process. So that the material provided is considered insufficient for students to be used as a reference in working on the questions given. This is supported by Amiruddin (2020) found that the negative impacts of the Home Study Program, namely, less communication between teachers and students, learning becomes more difficult to control and difficulty evaluating children; and others.

The problems faced by teachers, namely one teacher said that students are sometimes confused about finding other learning sources. Some students only focus on the application media used by the teacher, making it difficult for students to understand the material on these media, this may occur because previously students were not introduced to application media that could be used as a learning resource, learning from home was very sudden for students, so students want to do not want to have to do it with the existing limitations.

b. Students' and Teachers' Perceptions during learning and teaching English from home.

Based on the findings of this study, it is revealed that each student has their own perceptions. Of the seven participation students and teachers expressed their perception that learning and teaching English from home gives a positive and negative impression.

Three students revealed that the media used by the teacher made it easier for students to see the questions given. But on the other hand, according to students, it is difficult, because through the media students are only given assignments without any explanation. Students' perceptions of the media used are not much different from the students' perceptions of learning English that they have been doing so far, namely that many students have difficulty answering questions because they do not include explanations when giving questions. This is also supported from the documentation data taken during researched

Three other students considered learning using the application media not difficult for students because learning from home could use the help of other application media, which were classified as economical, and flexible.

One student said that each person's abilities are different. Likewise with the abilities of each teachers. This makes the learning process feel different too. The teacher expressed his perception that learning English from the teacher's home had their respective teaching strategies so that students at home were not bored and limitations in student learning tools could be anticipated by the teacher by making something that supported students not to miss lessons. This is supported by Hardianto (2012) classifying the characteristics of competencies that teachers must have, Accuracy in the selection of online learning teaching materials The selection of teaching materials and an assessment system is also important in online learning. Each existing teaching and assessment material must be in accordance with all kinds of student characteristics.

The media used by the teacher are Google Classroom and WhatsApp Group. According to the four teachers, this application has features that can simplify the learning process. Because the media is economical in using quotas and students

already know how to operate the learning media. In using the media, the teacher must be able to master the latest technological developments. Teachers must be better able to follow technological developments than students. This is supported by Hardianto (2012) classifying the characteristics of competencies that teachers must have, namely mastering and updating the development of the Internet. In this case the teacher must be able to take advantage of every technology that can support the student learning process. In addition, the teacher must understand and master every technology and internet.

Conclusion

Learning and teaching English from home is done in all schools in Indonesia, from kindergarten to university level. This study focuses on the SMK level. Namely at SMK Negeri 2 Parepare which shows clear and convincing evidence based on what every student and teacher feels during learning English related to media, their problems and perceptions about learning and teaching English from home.

From the students and teachers learning and teaching English from home there are several problems:

1. Difficult for students to understand the material.
2. There is no face to face with the teacher.
3. Unstable network.
4. There are students don't have smartphone
5. Students are sometimes confused about finding other learning sources.

The perceptions of students and teachers when learning English from home are almost the same. This determines to provide a lot of information related to what students and teachers feel during learning English from home. Therefore, it is very important to use the insights of students and teachers to create a better English teaching and learning process in the future.

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